New York State EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

School Comprehensive Education Plan
2023-24

District	School Name	Grades Served
Johnson City Central School District	Johnson City Elementary School	K-5

Collaboratively Developed By:
The Johnson City Elementary School SCEP Development Team **Denise Riley** **Shannon Walker** **Sarah Eisele** **Maralee Bixby** **Kylie Hrehor** **Kelsey Perez** **Jackie Cash** **Kevin Pendergast** **Colleen Pendergast** **Samira Wakefield** *And in partnership with the staff, students, and families of Johnson City Elementary School.*

COMMITMENT 1
Our Commitment

What is one Commitment we will promote for 2023-24?	We commit to strengthening our supportive school community.
Why are we making this Commitment? *Things to potentially take into consideration when crafting this response:* • *How does this Commitment fit into what we envision for the school?* • *How does this Commitment relate to what we heard when listening to others?* • *How does this Commitment connect to what we observed through analysis?*	• As part of PBIS, our school community created a ROAR (Respect, Organization, Achievement, Responsibility) matrix that exemplifies what we believe will contribute to a safe, respectful, supportive school community. In addition, this aligns with our school's vision statement: We BELIEVE that through powerful relationships, purposeful reflection, and persistent TEAMWORK, all staff will be EMPOWERED to excite and engage students in their education and in their lives, commit to a GROWTH mindset, and STRIVE for success *…one child at a time*. • This emerged as a commitment based on several data points. First, our school-wide SEL survey indicated that 92% of our students feel that the belong in our school, but only 48% feel strongly about that. Our goal is to have every student feel that they belong and more than half strongly agree with the statement. Through student interviews completed at the end of the school year, students voiced their need for a strong classroom community and connections with teachers and peers. They also cited recess as an area of stress and disconnection. Additionally, parents voiced their desire for more connections to the school. Through the parent survey 93.8% of families felt a sense of belonging to our school with only 43.3% feeling strongly. We would like all families to feel connected with more than half feeling strongly connected. Through staff surveys, 88.8% of staff revealed that they felt a sense of belonging, and 88.8% felt that they had support from other staff members. Our goal is to make this 100% as well. The equity self-reflection was an integral part of our plan. Through this process, it was noted that our school needs to foster stronger relationships and a sense of belonging and inclusivity with students and families. • This commitment was influenced by the element of belonging from "How Learning Happens". In addition, in reviewing "Five Strategies for Creating a High Growth School" and the DSTDE School Framework Tenet 1, the systems and organizations of focus will be on 1B (intervention, identification, and supports) and 1F (staff collaboration and support). As a team, we concluded that our school's narrative must be shifted to collaboration and support for all in academics and social-emotional health.

Progress Targets

By the end of the year, we will look to the see the following occur:

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing *(complete at the end of the year)*
End-Of-The-Year Goals	1. Attendance Data: connected students want to be at school 2. SEL Self-Reflections 3. Staff Implementation Survey	1. 92.5% overall attendance 2. 90% of students expressing comfort at school; getting assistance when requesting 3. 90% of staff feel more connected and supported	

We believe these Spring survey responses will give us helpful feedback about our progress with this Commitment:

	Survey Question(s) or Statement(s)	Desired response *(e.g., % agree or strongly agree)*	What we ended up seeing *(complete once Spring survey results are available)*
Student Survey	• I enjoy being at school. • My school is a safe place where I feel comfortable and can be myself. • Adults in my school believe in me. • There is at least one adult I trust and can talk to. • Adults recognize my hard work and achievements. • I have at least one friend in my classroom. • There are opportunities for me to talk to and connect with students outside of my classroom. • My teachers provide opportunities for our class to learn about each other and build friendships.	90%	
Staff Survey	• I feel supported by others in my school community. • I belong to a team of people working together toward common goals. • I have made positive connections with students in and out of my classroom. • I feel connected to at least one person outside of my grade level team/special area.	90%	

Family Survey	• Communication through newsletters, remind, and email between school and home is consistently sent and informative. • There are many opportunities for me to be involved in my child's education at Johnson City Elementary School. • I feel supported by the staff at JCES.	90%	

We believe achieving the following Mid-Year Benchmark(s) will give us good insight into our ability to reach our year-end goal:

	What data will we be reviewing?	**What do we hope to see when we review that data?**	**What we ended up seeing** (complete when reviewing mid-year data)
Mid-Year Benchmark(s)	1. Attendance Data 2. SEL Self-Reflections 3. Staff Implementation Survey	1. Data on course to meet our goal. There should be interventions in place through our Attendance Team to boost attendance early on. 2. Student responses should give us an indication that they are becoming comfortable at school and building relationships. We will be able to respond to individual students. 3. Staff responses will provide us with feedback on whether our initiatives to build staff connections are effective as well as ideas for improving for the second half of the year.	

We believe we will be on track to meet our Mid-Year Benchmark(s) if six to ten weeks into the school year, we are able to reach the following Early Progress Milestones:

Early Progress Milestones	**What data will we be reviewing?**	**What do we hope to see when we review that data?** (*Identify Quantitative Data or Qualitative Descriptors in this space*)	**What we ended up seeing** (complete six to ten weeks into the school year)

Student Data	1. Attendance data	1. 92.5%	
	2. SEL Self-Reflection	2. Responses to SEL Self-Reflections indicating enjoyment at school and/or reaching out for assistance to adults	
	3. Discipline Data	3. Decrease in student support calls	
Adult/Schoolwide Behaviors and Practices	1. Attendance Team	1. Note increase in attendance for at-risk students	
	2. CARE Team Data	2. Increase in meetings with individual students	
	3. Parent visits	3. Visible in building, assisting with students, communicating with teachers	
	4. Teachers/Staff	4. Building relationships with students; # of 1:1 conferences	
Student Behaviors and Practices	1. SEL & Discipline Data	1. Decrease in discipline incidents; Data indicating students proactively reaching out to CARE team for assistance	

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
What strategies will we pursue as part of this Commitment?	What does this strategy entail? What will implementation look like in our school?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Community Building Activities (Staff)	We will intentionally plan events throughout the year to build relationships among staff. • Buddy Teachers/Non-Instructional • Monthly Faculty Meetings (AM) • Team meeting monthly for "check-ins" • Back to School Buddy Field Days • Early Release/Quarterly: Buddy Check-Ins • Administrative Liaisons (Broken down by grade levels) • Supports for veteran teachers (with google form for requests)	*Planned activities for staff monthly *Google Form *Team meeting agendas/structures *Assign buddies

| Community Building Activities (Students) | We will intentionally plan events throughout the year to build relationships among students.
• Back to School Bash
• Buddy Classrooms
• Clubs (After School or during Lunch and Recess)
• Organized sports or games during recess
• Quarterly Events
    o Fall Fest
    o Winter Fest
    o Ice Cream Social
    o Fun Run
    o Dance
• Kids doing announcements (older students—showcase student performances)
• Student Ambassadors/Leaders
    o Role models for students
    o Connections for new students
• Celebrations at Assemblies
    o Attendance (growth, perfect)
    o Attendance Challenges
    o Student of the Month (character word and ROAR)
    o Wildcat STAR (Police)
    o First in Math
    o Reading
    o Related Arts
    o Top Cat Award for Staff | *Special schedules
*Development of buddy classrooms
*Budget for clubs; schedule; transportation
*Budget for events and calendar
*Organization and lead for student ambassador event
*Budget for rewards |
| Community Building Activities (Parents) | • Meet the Teacher Event
• Quarterly Events
    o Fall Fest
    o Winter Fest
    o Ice Cream Social
    o Fun Run
    o Dance
• Monthly Newsletters
• Remind Communication with Consistency
• Open House
• Parent-Teacher Conferences
• Invites for volunteering throughout the year | *Consistent form of communication for newsletter (template)
*Open House invites
*Communication for volunteers |

CARE Team Supports	• Introduce importance of attendance to all classrooms • Hold individual meetings and connect with all students who are at-risk chronic absenteeism • CARE team builds intentional connections with students across assigned grade levels	*Schedule of visits *List of at-risk students *Assigned grade levels/students for CARE Team members

COMMITMENT 2

Our Commitment

What is one Commitment we will promote for 2023-24?	We commit to intentional instruction to meet our students' diverse needs.
Why are we making this Commitment? *Things to potentially take into consideration when crafting this response:* • *How does this Commitment fit into what we envision for the school?* • *How does this Commitment relate to what we heard when listening to others?* • *How does this Commitment connect to what we observed through analysis?*	• We have had the belief in our school through our PBIS ROAR Matrix, that all staff and students should show respect to one another and take the time to understand each other's perspectives. This aligns with ensuring that students' identities are reflected in their classroom and in our school. • Our vision statement reflects our dedication to empowering staff to excite and engage students in their education and lives. It also cites our dedication to building powerful relationships and being involved in purposeful reflection, which is correlated with attention to diversity, equity, and inclusion. In addition, the district goals for the upcoming school year are focused on data-driven instruction and accountability. There is a need to focus on improving student learning through intentional data-driven instruction that meets students' interests and identities. • This area became a commitment based on several data points. When discussing our current reality of teaching and learning, intentionality is lacking in some areas. In addition, small groups are non-existent in some classrooms. Additionally, there are some teachers who feel that they must stick straight to the script of modules or units without teaching to the students in their classroom. Our data this year indicates that students are growing individually, and we are close to meeting our average proficiency across the building. On our STAR assessment 2021-22 Math proficiency was 23%; 2022-23 was 34%. For reading, 2021-22 data indicated 37% and 2022-23 remained stagnant with the same percentage. Our goals were 35% and 50% respectively, and we did not meet either goal. • Through interviews, students expressed how important it was for adults to understand that school can be difficult for students. They want to be successful, and they want to be pushed farther than what they think they can do.

	100% of students who are below grade level will demonstrate accelerated growth in math and ELA (1.25 and above). - This commitment is embedded in the "Five Strategies for Creating a High-Growth School" as we will limit goals to focus on student learning and develop a balanced assessment approach that solely focuses on helping students grow in prioritized areas.

Progress Targets

By the end of the year, we will look to the see the following occur:

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing *(complete at the end of the year)*
End-Of-The-Year Goals	STAR	Math and Reading: 1.25 GE Growth for each student who is performing below grade level - Math: 35% proficiency - Reading: 43% proficiency	

We believe these Spring survey responses will give us helpful feedback about our progress with this Commitment:

	Survey Question(s) or Statement(s)	Desired response *(e.g., % agree or strongly agree)*	What we ended up seeing *(complete once Spring survey results are available)*
Student Survey	- My teachers do whatever it takes to help me become successful. - My teachers help me when I get stuck. - I can connect with topics I learn about. - My teachers give me opportunities to learn about things that interest me.	90%	
Staff Survey	- I have a clear understanding of the NYS Standards/grade level expectations. - I feel supported in my learning and growing toward the use of the four PLC questions to improve student achievement. - I collaborate with my colleagues to plan and adjust instruction for all students.	90%	

	• I use student data to inform my instruction for all students. • I set specific goals for my students and ensure students meet proficiency in those goals. • I monitor student progress with checks for understanding and assessment and adjust instruction accordingly. • I plan for intervention when students aren't meeting grade level expectations. • I plan for enrichment when students are exceeding grade level expectations. • I provide opportunities for student choice in learning. • I provide topics that represent students' identities, skills, and interests.		
Family Survey	• I am aware of what skills my child needs to know at the end of each grade level to be successful. • My student receives instruction that meets their specific needs. • Teachers communicate my student's progress, strengths, and needs regularly. • Teachers provide ways that I can help my child improve skills at home.	90%	

We believe achieving the following Mid-Year Benchmark(s) will give us good insight into our ability to reach our year-end goal:

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing (complete when reviewing mid-year data)
Mid-Year Benchmark(s)	1. STAR 2. Data Meetings	1. Math and Reading: • .75 GE Growth for each student who is performing below grade level • Math: 35% proficiency • Reading: 43% proficiency 2. Teachers will be able to discuss data for their students and demonstrate small group planning and implementation based on the data.	

We believe we will be on track to meet our Mid-Year Benchmark(s) if six to ten weeks into the school year, we are able to reach the following Early Progress Milestones:

Early Progress Milestones	What data will we be reviewing?	What do we hope to see when we review that data? (*Identify Quantitative Data or Qualitative Descriptors in this space*)	What we ended up seeing *(complete six to ten weeks into the school year)*
Student Data	1. STAR	1. Math and Reading: • .35 GE Growth for each student who is performing below grade level in first ten weeks • Math: 35% proficiency • Reading: 43% proficiency	
	2. Intervention Groups	2. Groups formed and instruction ongoing based on skill deficits. Students growing at the rates above.	
Adult/Schoolwide Behaviors and Practices	1. Data Meetings	1. Teachers will analyze data folders that includes students' information from the previous year. Curricular and instructional decisions will be made based on this information including priorities, pacing, and small group instruction. Dates and protocols will be determined for data roll-throughs and meetings to continue to data analysis process.	
	2. 1:1 conferences with students	2. Teachers will meet with students at least one time to determine interests, strengths, needs.	
Student Behaviors and Practices	1. Learning	1. Students demonstrate choice in at least 1 unit across the curriculum.	

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
What strategies will we pursue as part of this Commitment?	What does this strategy entail? What will implementation look like in our school?	What resources (Schedule, Space, Money, Processes, Individuals) are

		necessary to support these strategies?
Data-Driven Instruction	- Continuous implementation of common formative assessments to inform instruction - Data meetings with teams to discuss proficiency criteria, next steps, and teaching strategies - Data roll-throughs (Math and Literacy) for individual teachers/partnerships with instructional coaches to develop action plans based on multiple forms of data - Monthly reflection on overall data across building and teams (team meetings)	*Time to create formative assessments *Schedule and structure for data meetings *Schedule and structure for data roll-throughs with coaches *Meeting time designated for this
Professional Development	- Formative assessments - Curriculum work - Developing expertise in content areas - Develop common language/ vocabulary for teaching the standards - Curriculum Adjustment - Incorporate student identities, interests, choice in current curriculum. This includes reading materials, writing topics, and areas for further study. - Create tools/scaffolds to foster independence - Trainings based on needs for instructional and non-instructional staff - Technology - STAR - Phonics/ Word Work (Patterns of Power, Blevins) - Power of Our Words - Roles and responsibilities - Trainings for new hires - Perceptions and understanding	*Time and personnel to provide professional development
Systematized MTSS/RtI	Use data to identify students in need of intervention/enrichment	*Time at end of summer/beginning of school year

	• Analyze data to identify students no longer needing intervention • Analyze multiple data sources to develop and implement differentiated intervention/enrichment • Set goals and targets for individual students/groups • Routinely monitor, evaluate, and adjust intervention/enrichment	*System/timeline for progress monitoring *MTSS team to refine this process

Evidence-Based Intervention

All CSI and TSI schools must implement at least one evidence-based intervention as part of its SCEP. The intervention identified must meet the criteria of a Tier 1, Tier 2, or Tier 3 evidence-based intervention under ESSA. More information can be found at: http://www.nysed.gov/accountability/evidence-based-interventions
Schools may choose **one of three options** for identifying their evidence-based intervention:

Option 1: Selecting a strategy from the **State-Supported Evidence Based Strategies** located at: http://www.nysed.gov/accountability/state-supported-evidence-based-strategies

Option 2: Selecting an evidence-based intervention **identified in one of three clearinghouses**: What Works Clearinghouse, Social Programs That Work, or Blueprints for Healthy Youth Development

Option 3: Reviewing research to identify its own evidence-based intervention that meets the criteria for ESSA evidence-based intervention Tier 1, Tier 2, or Tier 3 found at: http://www.nysed.gov/accountability/evidence-based-interventions

Directions: Place an "X" in the box next to the path the school has chosen for identifying its evidence-based intervention and follow the corresponding directions for that path.

X☐ State-Supported Evidence Based Strategy

If "X' is marked above, provide responses to the prompts below to identify the strategy and the Commitment(s) it will support:

Evidence-Based Intervention Strategy Identified	**Professional Learning Community**
We envision that this Evidence-Based Intervention will support the following Commitment(s)	Commitment 1: PLCs will be used to provide opportunities for staff to collaborate on academic and social-emotional issues present in their classrooms. Professional development, data discussions, problem solving, and supplemental resources will be a part of PLC opportunities that will assist staff with establishing supportive relationships and a sense of belonging.

	Commitment 2: PLCs will develop formative assessments together and work through the data analysis process together as a professional learning community through the four questions: what do we want our students to know and do? How will we know they learned it? How will we respond if they haven't learned it? How will we extend the learning of those who are already proficient? They will use their time together to reflect and discuss new information in order to impact teaching and learning in their classrooms. In addition, PLCs will collaborate to make adjustments to curriculum in order to support and promote student choice and interest with attention to diversity, equity, and inclusion. Additionally, a major shift will include data-driven meetings focused on gauging instruction and planning interventions for students.
How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?	Through our exploration and analysis of our quantitative and qualitative data, it became evident that more work was needed in the area of collaboration in all facets of our school. Areas needed strengthening included formative assessments, analyzing and responding to data, and collaborating on curricular shifts. Professional Learning Communities will help us strengthen our teams and build our sense of support for each other while enhancing learning for students.

Our Team's Process

Background

NYSED requires that the SCEP is developed in consultation with parents and school staff, and in accordance with §100.11 of Commissioner's Regulations. All schools are expected to follow the guidelines outlined in the document "Assembling Your Improvement Planning Team" found at:
https://www.nysed.gov/sites/default/files/programs/accountability/assembling-your-improvement-planning-team.pdf.   This section outlines how we worked together to develop our plan.

Team Members

Use the space below to identify the members of the SCEP team and their role (e.g., teacher, assistant principal, parent).

Name	Role
Denise Riley	Building Principal
Shannon Walker	Assistant Principal
Sarah Eisele	Teacher
Maralee Bixby	Teacher
Kylie Hrehor	PE Teacher
Kelsey Perez	Teacher
Jackie Cash	Teacher
Kevin Pendergast	Parent
Colleen Pendergast	Parent
Samira Wakefield	Parent

Our Team's Steps

Our plan is the result of collaborating to complete several distinct steps:

1. **Envision:** Exploring the Vision, Values and Aspirations for the school
2. **Analyze:** Analyzing Data
3. **Analyze:** Analyzing Survey Data
4. **Analyze:** Completing and Discussing the Tenet 1 Inventory
5. **Listen**: Interviewing Students
6. **Putting it all Together:** Completing the SCEP Planning Document
7. **Writing the Plan**

Meeting Dates

We completed the steps above across multiple meetings. Below is a list of dates we met as a team and what occurred during those meetings.

Meeting Date	Envision: Exploring the Vision, Values and Aspirations for the school	Analyze: Internal and External Data	Analyze: Survey Data	Analyze: Completing and Discussing the Tenet 1 Inventory	Listen: Interviewing Students	Putting it all Together: Completing the SCEP Planning Document	Writing the Plan
June 20, 2023					x		
June 26, 2023	x	x	x	x			
June 30, 2023				x		x	
July 5, 2023						x	x
August 18, 2023							X

Learning As A Team

Directions

After completing the previous sections, the team should complete the reflective prompt below.

Student Interviews

Describe how the Student Interview process informed the team's plan

After the data for the Envision and Analyze portion was collected, questions were developed to ask the students. The last portion of the analysis was discussing the student responses to the interview questions, and it was critical for the SCEP Leadership Team to hear student voices. The common themes from students included the following: ensuring that adults understand them, being spoken to respectfully, desiring at atmosphere of kindness and connectedness, and desiring more acknowledgment and fun. Those were critical components of our plan.

Next Steps

Next Steps

1. **Sharing the Plan:**
   a. **Schools in the CSI model:** As you develop your plan, please feel free to share the plan with your NYSED liaison for input when it would be helpful. When the SCEP team is satisfied with the plan, please indicate to your liaison that the school is ready to share its full plan for approval. Plans should be shared by July 15, 2023.
   b. **Schools in the ATSI model and TSI model:** When your plan is ready for review, please share the plan with your District, which will approve your plan. Plans will need to be approved before the first day of the 2023-24 school year.
   c. **All Schools:** Ensure that the District (Superintendent or designee) and local Board of Education have approved the plan and that the plan is posted on the district website.
2. **Implementing the Plan** (for all schools):
   a. Ensure that the plan is implemented no later than the first day of school.
   b. Monitor implementation closely and adjust as needed.
   c. Ensure that there is professional development provided to support the strategic efforts described within this plan.
   d. Work with the district in developing the 1003 Title I School Improvement Grant application designed to support the implementation of the activities identified in the school and district plan.